HIV: Focus on Testing

Grade 11, Lesson 12c Suggested for use with 11th grade, but appropriate 9-12

Student Learning Objectives

The student will be able to ...

- 1. describe 3 external influences (family, media, culture, peers, and internet) on sexual decision making.
- 2. identify 3 behaviors that enhance communication with partners, health care providers and family members.
- 3. compare the costs and benefits of getting an HIV test, and recognize that benefits outweigh the costs for most people.
- 4. demonstrate the ability to access information about where to get an HIV test and other reproductive health care.

Agenda

- 1. Introduce the purpose of the lesson.
- 2. Set up and show both 10-minute segments, Parts 1 and 2, of the free film, Sexual Health.
- 3. Correct and clarify a few specific medical issues raised by the video.
- 4. Brainstorm and discuss the strategies people used in the video to communicate well (with a partner, a provider, and a family member).
- 5. Use focused writing (with the *HIV Testing Information Sheet*) and discussion to provide information about the importance of HIV and STD testing and how to access resources.
- 6. Assign homework.

This lesson was most recently edited January 20, 2011.

Materials Needed

Student materials

- *HIV Testing Info Sheet* (one copy per student)
- Individual Homework: HIV Focus on Testing (one copy per student)
- Family Homework: HIV & AIDS: Focus on Testing (one copy per student)
 Reminder: The English version is on the last page of this lesson plan. You will find the Family Homework in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/FLASH click on "Parents & Guardians".

Classroom materials, equipment

 HIV Visual 1: Cast of Characters (Contained in this lesson and also online as a PowerPoint presentation at www.kingcounty.gov/health/FLASH)

Teacher Preparation

Well in advance ...

- If you are teaching this HIV lesson in Washington State outside of a whole *FLASH* unit, then 30 days or more before the lesson, **notify families that you will be teaching about HIV**. (If you teach this lesson *in* the context of a unit, you should have already given families 30 days' notice. There is no need to repeat notice for the HIV lessons.) Let families know that you hope to partner with them in educating their child. Offer to answer their questions. Explain, too, that they do have a right to excuse their child and that you will respect that decision. A sample letter to families regarding the whole unit is available as *Appendix 1* of this curriculum in your binder in English and in six languages English, Spanish, Chinese, Russian, Vietnamese and Arabic online (www.kingcounty.gov/health/FLASH).
- Preview the free online film Sexual Health (two parts, 10 minutes each): <u>www.youtube.com/watch?v=UnI5TpyasDM</u> or go to YouTube and search for "Healthy Aboriginal Network."
- Check that you are able to access the film (URL above) from your classroom
 computer. If not, consult with your school district's IT staff about unblocking it and/or
 problem-solving how you can show it. You may need to confirm that your district did
 approve the film as a part of adopting the FLASH curriculum.

NOTE: Lesson 12c is the only lesson in *High School FLASH* that is dependent upon a film and doesn't offer alternative activities to meet the lesson's objectives. If you are not able to show the film, we suggest using lesson 12a, 12b or 12d, instead.

The day before the class ...

Make copies of Materials Needed (see above).

¹ In other states, a different notice period may apply. See *Appendix 2: Laws Relevant To a Sexual Health Unit.*

Standards

National Health Education Standard:

• **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

Performance Indicator 3.12.1 Evaluate the validity of health information, products, and services.

Performance Indicator 3.12.2 Use resources from home, school, and community that provide valid health information.

 Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator 7.12.1 Analyze the role of individual responsibility for enhancing health.

Performance Indicator 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Performance Indicator 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Washington State Health Education Standard:

Essential Academic Learning Requirement (EALR) 2: The student acquires the
knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of
health, recognizes stages of growth and development, reduces health risks, and lives
safely.

Component 2.3 Understands the concepts of prevention and control of disease.

Grade Level Expectations (GLE) 2.3.1 Analyzes personal health practices.

• Essential Academic Learning Requirement (EALR) 3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: Evaluates health and fitness information.

Grade Level Expectations (GLE) 3.2.1: Evaluates health and fitness information, products, and services

Activities

NOTE: Instructions to you are in regular font. Suggested script of what to say is in italics. Feel free to modify the script to your style and your students' needs.

1. Introduce the purposes of the lesson.

You have had plenty of classes when you were younger about HIV. This one will be different. This one is going to not only focus on the facts of HIV and how to get tested, but also how we communicate.

Today, we'll watch a YouTube video and you'll have a chance to think about why people get HIV tests and what it might be like to get one. We'll also explore how the people in the film communicate about HIV and about sexual issues in general – in a relationship, with a health care provider and within families.

2. Set up and show both 10-minute segments, Parts 1 and 2, of the film, Sexual Health.

Find the film at www.youtube.com/watch?v=UnI5TpyasDM or go to YouTube and search for "Healthy Aboriginal Network".

Set it up for your students: This film was produced by the Healthy Aboriginal Network in British Columbia, Canada. It has two 10-minute segments. We'll watch both segments. Before we do, I need to clarify a few things and introduce the cast of characters.

- a. Can anyone tell me what the term "Aboriginal" means? **Answer:** Aboriginal peoples are the descendents of the original inhabitants of North America. The Canadian Constitution recognizes three groups of Aboriginal people, all with unique heritages, languages, cultural practices and spiritual beliefs. Today, many aboriginal people in Canada identify themselves as First Nations people.¹
- b. Because it was made in Canada, what do you suppose they mean when the say "the south"? **Answer**: The United States
- c. The cartooning in the film is a little rough. It was made as a way to test a concept for a comic book. I hope you won't let yourself be distracted by that.
- d. Instead, I want you to take notes about two things:
 - anything that you don't understand or don't think is true about the medical information in the film (there are some errors and misleading things we'll discuss afterwards)
 - what you like about how the characters communicate what you think they do well. Notice how and what they say. For example, when somebody compliments someone else, write that down. Write down anything that they do that you think makes for better communication or a healthier relationship. Write down phrases you like or that you want to remember.

e. The first segment starts with a derogatory term that I want us to talk about afterwards. Remember it. It doesn't really get explained until the end of Part 2.

Show *Visual 1: The Cast of Characters*. Read the cast of characters aloud. Point out that there are really two story lines in the film. The first four characters listed, Dougie, Vern and their grandparents, show up primarily at the very beginning and the very end. The other characters are in the middle of the film.

Show both Parts of the film (each is 10 minutes long).

WARNING: Turn the projector off as soon as Part 2 finishes, as YouTube advertises some other films that are inappropriate for the classroom.

3. Correct and clarify a few specific medical issues raised by the video.

First, I mentioned before the film started that the film started with a derogatory term. In the very beginning, we saw the word, "homo", which is a slur against gay people, graffitied on a wall and we also heard Dougie call his cousin Vern the same slur. This is a word that is very hurtful, and probably even more painful coming from family. I want to remind everyone that it is not ok to use these put downs and that we will be respectful towards one another.

OK, what did you write down or notice that was inaccurate or that you had questions about?

Address any of these issues that students don't raise, but rapidly. (A sentence or two about each is enough.):

- a. The film uses the term "STI." We've been calling them STDs. STI stands for Sexually Transmitted Infection. They both mean the same thing diseases and infections that are passed through sexual contact. From now on we will be using the term STD.
- b. Terry and Bad Boy Tim are wrong about how STD testing is done.
 - Usually there is no swab in the urethra (the tube that a guy pees from) for boys or
 even necessarily in the vagina for girls. To test for chlamydia or gonorrhea, all
 someone would need to do at most doctors' offices and clinics would be to urinate
 (pee) in a cup. For HIV and syphilis, it's a blood test.
 - There is also no grabbing the genitals; no finger up the anus; no getting naked above the waist the provider usually just looks for any obvious problems, which isn't painful.
- c. Mona may need a pelvic exam (to look for sores or discharge she may not even be aware of) but it doesn't need to include a Pap Test. When she's 21 years old, her pelvic exams will start to include Pap Tests.^{2,3} The Pap Test is just one part of a pelvic exam. The Pap Test looks for irregular cell growth on a woman's cervix. It doesn't look for HPV itself,⁴ though HPV is the cause of most cervical cancers.
- d. Candace doesn't mention that there's a vaccine for Hepatitis B. She also says that the HPV vaccine is just for girls. The Center for Disease Control and Prevention recommends in the U.S. that all children and teens should be vaccinated against

- **Hepatitis B.**⁵ They also recommend that all girls should get **HPV** vaccine at age 11 or 12, but it's safe and available for anyone, male or female, age 9 to 26.⁶
- e. The term "safe sex" is a little misleading. It should be "safer sex." Most sexual activity has some risk. Abstaining is the only 100% effective way to prevent STDs.
- f. Finally, it's important to know that in real life, Clint and Mona would also each get a little time alone with Candace, in case there are things they need to say or ask in private.
- **4.** Brainstorm and discuss the strategies people used in the video to communicate well (with a partner, a provider, and a family member).

Write three column headers on the board. Refer students to their notes. Ask them to list the communication strategies that were used in the video that they thought worked well. There are some examples listed below. You may end up with a chart like this (We put examples in parentheses. You don't need to write examples. Bolded phrases and discussion are fine):

With Partner

- offering forgiveness, not blaming/shaming each other ("No shame baby.")
- expressing gratitude (Mona thanking Clint for making the clinic appointment)
- saying their goal (no babies yet, not giving you a disease, "I want you to feel safe with me")
- giving gifts/peace
 offerings ("I'll hunt a
 moose; I'll help your dad
 build houses," the bannock
 & tea, the photo of Dougie
 & Vern when they were
 little)
- giving & passing along compliments ("My family's crazy about you." "I just know you'd be good at talking with youth.")
- being romantic (grandparents at Panty Point; the story of the star)

With Healthcare Provider

- being honest about health history, about feelings/fears
- asking questions
- saying their goal (no baby yet)

With Family

- expressing loyalty, not holding grudges (Clint not bashing Terry to Mona, "He's OK; he's my cousin.")
- listening (Clint listening to his Dad's story about the star; Dougle listening to his Grandfather)
- story-telling (sharing cultural values, personal beliefs)
- offering forgiveness, not blaming/shaming each other (Grandpa's telling Dougie that curiosity is normal, even though he was worried about him)
- asking for what you need (Grandma asking Grandpa to talk to Dougie; Vern asking "Why do you hate me?")
- apologizing (Dougie's "sorry" to Vern)

Ask the students if they noticed any *unhealthy* communication during the film. If they do not name the following, share them with the students:

- Clint threatened to fight Terry to try to win Mona back. Instead, he could've tried talking to one or both of them.
- Dougie's grandfather ignored his concern about penis size. He could have
 acknowledged the concern and said something like, "A lot of guys worry about the size
 of their penis. That's totally normal. Especially when they've seen porn [like Dougie had].
 Those web sites make it look like everybody's huge even when they're not. And penis
 size isn't what makes a man a good lover, anyway."
- 5. Use focused writing (with the *HIV Testing Information Sheet*) and discussion to provide information about the importance of HIV and STD testing and how to access resources.

Hand out the *HIV Testing Information Sheet*. Give students three or four minutes to answer **any two** of the questions (their choice which – or you can assign). After they have finished writing, ask for volunteers to share a few answers to each question. Below are some possible answers that they could come up with.

1) Some people avoid testing for HIV and other STDs. Why?

- They may be embarrassed.
- They may be aware of stigma and discrimination directed at people who have HIV and other STDs.
- They may not know what behaviors put them at risk.
- They may be afraid to learn they have HIV or another STD.
- They may not know how successful treatments have become, even for HIV and herpes.
- They may think because they have no symptoms they don't have an STD.
- They may think they can't afford the cost.
- They may not know the importance of testing to prevent transmitting to others.
- They may not know where to go.
- They may be afraid it won't be confidential, that their parents or friends may find out.

2) Why did Clint and Mona get tested?

After their break-up they both had unprotected sex with other people. They could have been exposed to HIV or another STD. We know that they had unprotected sex from the following statements in the video:

- Bad Boy Tim said to Clint, "You didn't tarp your load with Paula."
- Mona said Terry "had history," which meant he'd had sex with others, most likely unprotected, before he got with her.
- She said at the clinic they had not used protection.

What made it easier to get tested?

- Going to the clinic together
- A friendly, non-judgmental health care provider
- Having transportation
- Not wanting to risk hurting each other

3) When they call or go back in a week for their test results, what will a negative test result mean?

HIV tests look for the antibodies that our bodies create to fight off HIV. It can take up to three months for our bodies to create these antibodies and for them to show up on a test. This is called the "window period". So a negative HIV test means that someone **either** does not have HIV or that they got infected too recently to have built up many antibodies. This why it is important for someone to get tested again three months later if they have done anything that would put them at risk of HIV.⁷

4) What will a positive test result mean?

A positive test result means they **do** have HIV. If they have a positive test result for another STD, then that means that they **do** have that other STD. It's important for them to get medical care and treatment, and tell their recent sex partners so that they, too, can be tested. This will help prevent others from spreading the STD.

5) If their test results were negative, then why do they have to use condoms?

- Candace: "It's not about trust; it's about protecting the people you love and it's about respecting yourself."
- They might have HIV but be in the window period (see #4, above)
- Candace won't have tested for every single STD, just the more common ones.

NOTE: If you are doing this lesson as part of a *FLASH* unit, and you assigned someone in the class (during Lesson 1) to work on a Research Report about STD clinics, then you can wait for answers to items 6 and 7 until they do their oral presentation during Lesson 14.

6) Can teens in our area get tested without involving their families the way Clint and Mona did? If so, where?

- Under Washington State law, teens can get tested confidentially without parent or guardian permission. For other states' laws, see Appendix 2 of *FLASH*.
- Teens can go to their regular medical provider, a community clinic, a Public Health clinic or a Planned Parenthood clinic.
- In Washington State, many of the providers mentioned above can get also get teens signed up on a program called Take Charge, a free and confidential insurance program that pays for reproductive healthcare. Although Take Charge will not pay for an HIV test, it will pay for condoms and other forms of birth control.

7) Clint made their appointment. How could a teen in our area do this?

- In King County (WA), a teen can go to www.teenclinic.com.
- Anywhere in the US, go to www.hivtest.org or call the national CDC Hotline at 1-800-CDC-INFO (1-800-232-4636).

6. Assign Homework.

- a. Individual Homework: HIV Focus on Testing You can skip the individual homework assignment if you have assigned Research Reports and you expect a group of students to make an oral presentation during Lesson 14 about STD testing sites.
- b. Family Homework: HIV & AIDS Focus on Testing
 Reminder: The English version is on the last page of this lesson plan. You will find the Family Homework in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/FLASH click on "Parents & Guardians."

HIV, Visual 1:

Cast of Characters

- Dougie
- Vern (Dougie's cousin, who he bullies for being gay)
- Dougie's Grandmother
- Dougie's Grandfather
- Clint
- Mona (Clint's girlfriend)
- *Bad Boy Tim (Clint's friend)
- Terry (Clint's cousin, who went out with Mona when she & Clint broke up)
- Candace (the nurse)

HIV Testing Info Sheet

Name		Period			
Di	Directions: Answer the following questions.				
1.	. Some people avoid testing for HIV and other STDs. Why?				
2.	. Why did Clint and Mona get tested? And what made it easier?				
3.	. When they call or go back in a week for their test results, what will a negative test result mean?				
4. —	What will a positive test result mean?				
5.	If their test results were negative, then why do they have to	use condoms?			
6. —	Can teens in our area get tested without involving their famil Mona did? If so, where?	lies the way Clint and			
7. —	Clint made their appointment. How could a teen in our area	do this?			

Period ____

Individual Homework: HIV - Focus on Testing

To find a testing site near you, go to teenclinic.com (in King County (WA) or to hivtest.org (anywhere in the country) and enter your zip code. If you do not have access to the web, call 1-800-CDC-INFO (1-800-232-4636). They are available 24/7.

If possible, get information from two different clinics in your area. If there aren't two different clinics near you, you may need to a clinic or clinics further away. Call each clinic or use the information on the clinic's website to fill in the chart below. If you are using the website but all of the information is not on their website, then you will need to call them.

Your Name _____

	Testing Site #1	Testing Site 2
Clinic Name	resumg one #1	resumg one 2
Address		
Phone number		
What days and hours are you open?		
Website (if available)		
Are your services confidential for teens?		
Can a teen walk in or do they need to make an appointment?		
Do you have a teen clinic?		
If yes, when is your teen clinic?		
 If no, do you often see people14-20 years of age? 		
What is the cost for an HIV test?		
Is there a sliding fee scale?		
What does a teen need to bring with them?		
How long does it take to get HIV test results?		
How does a teen receive their test results?		

Is it over the phone or during another

appointment?

Family Homework: HIV & AIDS: Focus on Testing

All Family Homework is optional. You may complete an Individual Homework assignment instead.

PURPOSE: This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

DIRECTIONS: Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

Health Clinic fined for Spreading Rumor

by Anytown Tribune Staff Reporters

A judge today fined the Anytown Health Clinic (AHC) \$10,000 for sharing medical information with local community members. Dr. Emily Pham from AHC told Mr. and Mrs. Rodriguez that their neighbor had tested positive for HIV. Dr. Pham thought that it was important information for them to know.

- 1. In your opinion, was the doctor wrong? Why or why not?
- 2. Suppose you were the judge. How much would you have fined the clinic? What if you could have used some other punishment? What would it have been? What punishment do you think the doctor should face?

NOTE: The law actually requires the Health Department and all medical providers to protect patients' privacy, even when helping them to notify their partners. They'll say, "Someone gave us your name and you need to get tested. No, I can't tell you who gave us your name. That's confidential.")



Family Homework: HIV: Focus on Testing – Confirmation Slip

	FOR FULL CREDIT, THIS HOMEWORK IS DUE:							
We have completed this Homework Exercise.								
Date:	student's signature							
	signature of family member or trusted adult							

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References

¹ Indian and Northern Affairs Canada. (2010, February 2). *Fact Sheet: Treaties with Aboriginal people in Canada*. Retrieved from www.ainc-inac.gc.ca/ai/mr/is/tra-eng.asp.

² American College of Obstetrics and Gynecology (ACOG). (2009, November 20). *Practice Bulletin #109: First Cervical Cancer Screening Delayed Until Age 21; Less Frequent Pap Tests Recommended.* Washington, DC.

³ "Moving the baseline cervical screening to age 21 is a conservative approach to avoid unnecessary treatment of adolescents which can have economic, emotional, and future childbearing implications. ACOG previously recommended that cervical screening begin three years after first sexual intercourse or by age 21, whichever occurred first. Although the rate of HPV infection is high among sexually active adolescents, invasive cervical cancer is very rare in women under age 21. The immune system clears the HPV infection within one to two years among most adolescent women. Because the adolescent cervix is immature, there is a higher incidence of HPV-related precancerous lesions (called dysplasia). However, the large majority of cervical dysplasias in adolescents resolve on their own without treatment." Ibid.

⁴ American College of Obstetrics and Gynecology (ACOG). (2009, December). *ACOG Patient Pamphlet: The Pap Test.* Washington, DC.

⁵ Centers for Disease Control and Prevention. (2005, December 23). *A Comprehensive Immunization Strategy to Eliminate Transmission of Hepatitis B Virus Infection in the United States*. Retrieved from www.cdc.gov/mmwr/preview/mmwrhtml/rr5416a1.htm?s_cid=rr5416a1_e

⁶ Centers for Disease Control and Prevention. (2010, January 20). *HPV Vaccine – Questions & Answers*. Retrieved from www.cdc.gov/vaccines/vpd-vac/hpv/vac-faqs.htm

⁷ Centers for Disease Control and Prevention. (2010, August 11). *Basic Information About HIV and AIDS*. Retrieved from www.cdc.gov/hiv/topics/basic/index.htm#prevention

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